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WELLESLEY, MASS.

# Wellesley College News

Vol. XLIV WELLESLEY, MASS., OCTOBER 10, 1935 No. 3

## TENNEY DAVIS FOLLOWS CHEMICAL DEVELOPMENT

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### Professor Traces Alchemy in Myth and History; Chinese Were First Chemists

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Professor Tenney L. Davis of the Massachusetts Institute of Technology imparted some of his observations concerning the presence of alchemy in early chemistry to a crowd of students and faculty members which filled the science lecture room last Tuesday night.

Before introducing Professor Davis, Professor Mary A. Griggs of the chemistry department welcomed the group to the new building and expressed the hope that in that place "we will make as good use of our equipment as they, the alchemists, made of the few instruments with which they had to work."

Mr. Davis pointed out first the evidences of chemistry through the ages of mankind. He admitted the priority of physics over chemistry as far as actual use was concerned, but, said he, "Apes and babes use physics for their respective maneuverings. No one ever heard of apes or babes employing chemistry." Through the ages of stone, bronze, iron, steel, and nitrogen he traced the development of chemistry; in the Biblical legends, in the Greek, Norse and Roman myths he alluded to the many chemical references; and finally he cited the archaeological remains which prove conclusively that chemistry had been in use long before the dawn of recorded history.

The earliest chemists were the Chinese. The followers of Lao Tse in the third century B. C. have left records which show that they were searching for a way to make gold out of the baser metals—the philosopher's stone—and for a medicine of eternal life. From them through Persian sources the Arabs brought alchemy to the Mediterranean world.

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## ORGANIST GIVES RECITAL

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On Monday evening, October 14, at 8:00 o'clock, Mr. Clarence Watters will give an organ recital in the Wellesley memorial chapel. With its program of Bach, this recital offers an opportunity to hear some of the finest organ music ever composed. Mr. Watters will play the following selections:

*Prelude and Fugue in E minor*
Choral Preludes:
*"Christe, Aller Welt Trost"*
*"Nun freut euch, lieben Christen g'mein"*
*Trio-Sonata in D minor*
*Prelude and Fugue in G major.*

## *Waste-Basket Blazes; Firemen Unite At Caz*

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The gods usually give us at least one small fire a year to make those midnight fire drills worth the yawns and shivers they cause. Last year the faculty had their excitement in Horton house; this year undergraduates in Cazenove experienced the thrill of a firemen's reunion in their own court yard.

If the helmeted heroes arrived licking their chops for a delicious blaze and a few dainty damsels to rescue, they must have been disappointed. For the disaster was only the deluge of a fire extinguisher set off automatically by a blaze in a waste basket.

The reactions of different girls to the emergency are indications of their different personalities. There was the impulsive miss who leaped out of her room, where she was dressing, in shirt sleeves and mules, a lipstick clutched firmly in her fist; the placid soul who was merely annoyed that the blaze caused an interruption in her knitting; and the girl in whose room the fire started shrieked,

"Let's get in the picture!"

Now that the excitement is over, Cazenove is gleefully basking in her newly won publicity. Residents of other houses may be green with envy: but cheer up, girls; keep on reaching for your valuable objects those chilly nights when the harsh clang of a fire alarm bursts in on your peaceful dreams, and some day you will be rewarded with a real blaze.

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## Plan Series Of Lectures On Spanish Dramatic Genius

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This year the tercentenary of the death of Lope de Vega, Spain's great dramatic genius, is being celebrated not only by those interested in Spanish but by the theatre world as well. The entire issue of September 1935 of the Theatre Arts Monthly is devoted to articles on Lope. In recognition of the contribution which this "prodigy of nature," as Cervantes so aptly dubbed him, made to the other theatres of Europe the department of Spanish invites all members of the college to attend a series of five lectures to be given by the modern language departments at 4:40 in the art lecture room. The program of lectures follows:

Oct. 18—Miss Ada M. Coe, Spanish department.
" 30—Miss Edith Melcher, French department.
Nov. 8—Miss Grace Hawk, English Literature department.
" 13—Miss Marianne Thalmann, German department.
" 20—Miss Gabriella Bosano, Italian department.

## All Membership Fees Due As Pay Day Approaches

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The student activity fee required of all students will be payable at pay day on October 22 and 23. This fee of $6.50 covers membership in C. G., A. A., Barnswallows association, C. A., class dues, and a year's subscription to the WELLESLEY COLLEGE NEWS.

Opportunity will be given at this time to pay dues to clubs and organizations not included in the fee, to subscribe to the *Legenda* and the *Wellesley Review*, and to join the Student Aid society.

It is expected that the entire amount of the student activity fee will be paid at pay day. A student who finds it impossible to pay $6.50 at this time should consult the auditor of Undergraduate Organization *before October 17* about arrangements to pay part of the amount at pay day, and the rest at a later date. Miss Landers is in the C. O. office, 140 Green hall every afternoon except Friday from 2 to 4. Friday afternoon she may be reached in the office of the dean of residence.

Students who feel themselves unable to pay the full amount even in two installments should apply to the committee in charge of reductions in the student activity fee. Such applications for a reduction in the fee should be presented on a form to be obtained in the office of the dean of residence, and should be left in the box office *before October 12*. The decisions of this committee will be sent by resident mail on October 19.

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## Harvard Professor Offers Second Of Poets' Readings

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The second of the poets' readings will be given on Monday, October 14, by Theodore Morrison of the English department at Harvard. Mr. Morrison was born and brought up in New Hampshire, and was graduated from Harvard in 1923. Two years later he joined the editorial staff of the *Atlantic* to serve on it five years. In 1930 he began work with the Bread Loaf writers' conference, of which two years later he became director. He is a member of the department of English at Harvard.

His first book of poems, *The Serpent in the Cloud*, appeared in 1931, and he has just this month published another, *Notes on Death and Life*. Mr. Hervey Allen, who wrote the preface to this, says: "Theodore Morrison, more than any other American poet, bids fair to carry forward into the twentieth century the kind of sensitive, thinking comment upon life in poetry that the late Edwin Arlington Robinson left off, suspended as it were, somewhere in the post-Victorian era."

Mr. Bernard De Voto, reviewing the book, says that it shows "a sensitive generous and deep-seeking mind troubled by the life of these times but aware of compensations, securities and certainties, able to clothe its thought in subtle verse which is everywhere unquestionably original, unquestionably individual, and unquestionably good."

The reading will take place in the lecture hall of the new Science building at the usual hour, 4:45 p. m.

—WORLD PREMIERE—
MOVIE
Wellesley-Made
Wellesley-Maid
with
Revival of Grantland Rice's
"WELLESLEY AMAZONS"
and a KRAZY KAT KARTOON
ALUMNAE HALL 8:00 P. M.
OCTOBER 18
ADMISSION 40c

## Professor Orvis Outlines Italian-Ethiopian Problem

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Even while Italians and Ethiopians fought in the low country of Abyssinia, Professor Orvis, department of history, spoke Friday afternoon of the Ethiopian problem as it affected European politics.

Ethiopia is a small country in eastern Africa. Its reigning house claims descent from Solomon and the Queen of Sheba, but in spite of their romantic history, most of the inhabitants are wild, uncontrollable tribesmen, members of the Coptic Christian church, a powerful although backward organization opposed to all reform. Outside the capital city there is almost no civilization; word travels so slowly that the chieftains do not yet know that their emperor abolished slavery and forbade border raids.

The physical features of Ethiopia, according to Miss Orvis, play a very important part in its present problem. It is mostly mountainous, with a central plateau of temperate climate, and rich in oil and minerals. Between the shore and the plateau is a strip of lowland desert, 50 to 200 miles wide. There are no built roads and few railroads, and in the rainy season the clay soil is like mucilage, making any kind of transportation by wheels impossible. But Ethiopia has the raw materials and undeveloped resources that Italy needs.

Italy holds two strips of territory on the coast of Africa. They are not connected, and she would like very much to build a railroad between them through Ethiopia. England is interested in the fate of Ethiopia because the head waters of the Blue Nile, so vital to Egypt, are on the western border of Abyssinia. France is not so vitally concerned. Her territory lies in north western Africa, but she has often acted as adviser for the descendant of Solomon, and has given him two fundamental political principles—Ethiopian independence, and suspicion of everyone's motives.

In the latter years of the nineteenth century, Ethiopia repudiated a treaty that virtually gave Italy a protectorate over her, and when Italy

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## NEW OFFICERS BOW

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New senior officers who received corsages after Chapel last Saturday were:

treasurer—Ruth Harris.

corresponding secretary—Caroline Wilson.

executive committee—Lena Everett, Margaret Forsyth, Florence Whitehead.

factotums—Jane Decker, Frances Forsdick.

## BARN DETERMINES THREE FALL CASTS

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### Executive Boards Select New Personnel of Committees From Four Classes

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### ACTIVE MEMBERS CHOSEN

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Barn takes pleasure in announcing the casts of the Fall Informal plays, which will be presented to the college October 26. *Riders to the Sea* by Synge will be directed by Bernice Libman '36. The cast will be:

*Maurya* . . . . . Audrey Bill '37
*Nora* . . . . . Ethel Kemmerer '37
*Cathleen* . . . . . Doris Olbert '36
*Bartley* . . . . . Nancy Bedell '38

The second act of Drinkwater's *Bird in Hand*, to be directed by Nancy Walker '36, includes the following:

*Joan* . . . . . Margaret Conlon '38
*Alice* . . . . . Dorothy Grimes '37
*Beverley* . . . . . Mary Anne Hall '38
*Blanquet* . . . . . Constance Brown '39
*Thomas* . . . . . Caroline Wilson '36
*Jerry* . . . . . Kate Supplee '37

Emilie Dreyfuss '36 will direct *The Faraway Princess* by Sudermann. The cast is as follows:

*Princess* . . . . . Elizabeth Flanders '38
*Strubel* . . . . . Virginia Spangler '38
*Frau Lindeman* . . . . . Florence Lovell '39
*Rosa* . . . . . Beverly Sutherland '39
*Frau Halldorf* . . . . . Eleanor Trezevant '36
*Liddy* . . . . . Hildegarde Lewis '39
*Milly* . . . . . Ruth Dattner '37
*Frau Van Brook* . . . . . Grace Mandeville '38

Among those admitted to active membership in Barnswallows are:

Margaret Anderson '39, Susan Barrett '39, Nancy Bedell '38, Francelia Bennett '38, Audrey Bill '37, Annette Bose '38, Alma Brady '38, Katherine Campbell '38, Sarah Campbell '39, O'Dineal Chapman '39, Winnifred Clark '37, Peggy Conlon '38, Virginia Cocalis '37, Heather Cohodas '39, Marian Colwell '39, Rosalie Creelman '39.

Jane Dahl '37, Ruth Dattner '37, Rhoda Daum '36, Ann Edwards '37, Elizabeth Entrekin '37, Dorothy Fagg '37, Kitty Fiske '39, Betty Flanders '38, Harriet Frank '37, Naomi Friedenberg '38, Barbara Gamwell '39, Doris Gilbert '36, Mary Elizabeth Glines '39, Lucille Goodkind '38, Justine Gottlieb '39, Dorothy Grimes '37, Mary Gunn '38, Blanche Haring '38, Alice Haywood '37, Marie-Luise Hinrichs '38.

Mary Jane Holub '37, Frances Hubbel '39, Christine Hunter '39, Betty Johnson '37, Velma Johnson '37, Ethel Kemmerer '37, Joyce Knoedler '38, Bernice Kraus '38, Virginia Kyger '39, Virginia Lazenby '39, Jane Levin '36, Hildegard Lewis '38, Ellen Libby

(*Continued on Page 6, Col. 2*)

## *Deadlier Sex Outnumbers Invading Army of Males at Year's First Fray*

The first gun of Wellesley's social season was fired Saturday night, October 5, in Alumnae hall. The invading male flank was greatly outnumbered by the deadlier sex, but the loving cup has not been awarded, since the list of casualties is as yet uncertain.

Freshmen and sophomores were the mainstay of the Wellesley army. Some contestants invaded Harvard, Harvard Law, Babson, and Williams for their opponents, while others constituted a male stag, or "dear," squad, alert to light upon the likeliest prospects. A few juniors engaged in the encounter, but the seniors were conspicuous by their absence, due to their preoccupation with the commanding officer, General Exam.

Although the armies were, for the most part, on parade in dress uniform, some civilian clothes were seen. White gloves made their appearance on one member of the male squad. Two of the invading army were conspicuous targets with their corsages of lillies of the valley and sweet peas. They labored under the misapprehension that such adornments were a customary part of the male uniform during the military encounters in No Man's Land. It is suspected that advance guards from the home army deliberately misinformed their opponents.

The armies signed a temporary truce, with the full intention of reopening hostilities.

## *Freshman Sophistication Startles Naivety of News Inquiring Reporter*

Wondering exactly what the new batch of freshmen thought of the dear old school, we dashed around to a freshman house and collared one just as she was potting off to lunch. "What do you think of the first few weeks in the school?" we asked her, in our most professional manner.

"Well," she began, pushing her glasses up on her nose, "It's all very confusing. There is not the slightest semblance of order or common sense, and it might well be called the 'middle ages' of a college life. Life is too short for all the things we must learn, and trying to cram them all into the space of a week is a bit too much."

"Yes," we encouraged her, sympathy personified, but yet rather foxed by such a florid answer. It's hard to get used to these freshmen. "What is your opinion of the customs of Wellesley?"

"Well, bicycle riding and the 'Wellesley stride' together rather puzzle me. The combination of these two is impossible, for after learning to manipulate one of them 'horseless buggies,' it's impossible to do anything but hobble, and that painfully. It's only when you've recovered that you can try the stride."

"I've discovered that the best way to learn this is to walk on a cement sidewalk and to step only once in each of the squares. The impression given is a rather kangaroo-like effect, but it does the trick. When walk-

(*Continued on Page 3, Col. 4*)

# STUDENTS LISTEN TO SPOKEN FRENCH

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## Mlle. Pernot Suggests Rules to Help Students' Speech and Plays French Records

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## EXPLAINS DIFFICULTIES

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Mademoiselle Nicolette Ina Pernot lectured on the general subject of the difference in reading, writing, and speaking French, and the difficulties which students encounter in trying to master all aspects of the language. The lecture was held in Billings Hall, Wednesday evening, October 2.

She began by telling of the questionnaire which all foreigners have to fill out when entering the country. In an amusing manner, she mentioned the questions—"Are you an anarchist?" and "Are you a polygamist?" which have to be answered. Then she went on to say that they question as to a person's ability to speak, read, and write a language, which shows that the immigration bureau appreciates the difference. The student who comes from a high school to college usually has this difference brought out to her. Previously, most of her experience had been with the written language, and when she has to understand and speak the language, it is quite a different and often confusing matter.

Miss Pernot told an amusing incident of an American girl who was at school in Paris. She got along all right with her French, but when she crossed the channel, she couldn't understand English. Miss Pernot said that she also had trouble with her English when she came to the United States because she was used to British English.

A person who has learned French by reading cannot understand the spoken French. The French speak very fast, which makes the student's task even more difficult. Miss Pernot gave three rules for learning to understand spoken French: "Stop, Look, and Listen." Stop and think; look, because it is easier to understand if one sees the lips of the speaker; and listen carefully, because the French run all their words together, and it is difficult to distinguish one from the other. In connection with the second rule, she related the story of the French teacher who was visiting an English friend and attempted to carry on a conversation in the dark after they had gone to bed. She had thought that she understood English perfectly until she was in a position where she could not watch the lips of the speaker.

Miss Pernot played several gramaphone records of persons speaking and singing in French, and concluded by a demonstration of the

(*Continued on Page* 5, *Col.* 4)

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# LECTURER OUTLINES ETHIOPIA PROBLEM

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(*Continued from Page* 1, *Col.* 4)

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determined to force the issue, defeated the European nation severely. After the world war and the rearming of Germany, Hitler and Mussolini quarrelled over Austria. Since Germany could not be counted on as an aid, Italy settled her differences with France in hope of being free to carry on the acquisition of Ethiopia. Great Britain, however, made the proposition that Italy should submit the question to the League of Nations. France, when it came to a showdown, had to support Great Britain, and so Italy plans the conquest of Ethiopia alone. Miss Orvis believes that England is interested in maintaining the League not for the League's sake, but for its usefulness to her as a cat's paw. She sees no evidence that either France or Britain cares about Italy's having a protectorate over Ethiopia. Their problem is how to let her get it without offending the world.

# *German Transfer, Two Weeks Late, Takes Snap Of Caz Fire First Thing*

Allowing herself hardly time enough to acquire her land legs, Irene Gotthilf arrived at Wellesley last Thursday and proceeded to mount the Cazenove fire escape to take snapshots of the fire which occurred in the dormitory at that point.

Irene is a transfer student from the University of Berlin whence she has come to take her bachelor's degree with the class of '36. Judging from the numerous small books of photographs taken of various and sundry scenes, such as the guard at Buckingham palace and a country home resembling a castle in her native Germany, the Caz fire pictures should turn out exceedingly well.

Only two weeks late for the opening of the term, the very latest student started work last Friday. She has signed up for courses in economics, political science and English composition ("because I want to learn how to write the examinations").

Irene was very insistent upon the details of her late arrival in college. Intending at first to sail from Germany on the *Deutschland*, she was forced to wait until an attack of laryngitis had subsided and book passage on the *Hamburg*. The Hamburg-American officials took a vacation and failed to make her reservations; therefore the *Hamburg* left port carrying Ina, her sister, '32, and leaving Irene to follow two days later on the *Bolendam*. Despite the rough crossing she felt no effects from the *mal de mer* although to quote her, "I'd always been seasick before."

Tall, blonde, and of a classic Nordic type, Irene might have stepped out of a book on German mythology. Indeed she belongs to a group of the youth movement called the *Wolsungen* after the family name of Siegfried, that famous hero immortalized by Wagner in his Ring cycle.

When questioned rather closely on the Hitler Youth, Irene showed no reticence whatsoever but launched into a dissertation upon the movement. For purposes of administration the members are divided into regional groups and these in turn into smaller units of ten to fifteen girls or boys each. During the longer vacations Irene used to take her group off into various portions of Germany which had been separated from the country proper at one time or other. On their last trip they went to Schleswig-Holstein on the other side of the Eider river. On their trip the girls intermingled freely with the inhabitants of each district, singing their songs and reviving as much as possible the old folklore and customs. At night they slept in barns and homes along the route. Other groups have gone to Bohemia and not so very long ago one was sent into the Saar region. During the winter their program reads much like one of a young people's association of this country. Discussion groups, singing, charitable work and the like are in order for the weekly *Heimabend*. In addition Irene studied the history of Schleswig-Holstein with her group before they took their trip.

# Alumnae Return To Studies In Graduate Universities

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Reports from the class of 1935 continue to come in to the Personnel bureau. This week, we continue to note those who are working, and we begin to report the long list of those who are studying. Charlotte Alexander is working for the Trust Company of Georgia in Atlanta. Eleanor Eckels is selling at Horne's in Pittsburgh and taking business subjects in night school. Margaret Lancaster has written that she is managing a nursery—The Shipleys'—in Towson, Maryland. Margaret Mellor is Supervisor of Girls at Deerfield academy, Deerfield, Massachusetts. Margaret Shumacher is serving as a home lighting adviser with the Tennessee Electric Power association. Sarah Waldron is working as an assistant in the interior decorating shop of deLacy and Murray, in Boston. Norma Zolte is combining the same sort of work—interior decorating—with study at the Art Institute in Chicago.

To turn to those who are studying, we hear of several members of the class who are at Columbia university. Barbara Beakes is taking some courses in Spanish; Elizabeth Billings is studying psychology; Ruth Bilsky is working in economics; Bella Kussy is studying English literature; and Betty Weidman is preparing for teaching in nursery school, kindergarten or first grade at Teachers college. Preparing for teaching through study at the Co-operative School for Student Teachers are Frances Clough and Edith Wightman. Emily de Nyse is studying religious education at Teachers college.

Ruth Boschwitz has started her medical course at the Bellevue School of Medicine and Elia Uhler is carrying out her plan of study at Johns Hopkins. Virginia Burns is taking a pre-medical course at Boston university. Lucia Allyn is taking nurse's training at the Yale School of Nursing.

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## MATH CLUB MEETS

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The Math club will hold its open meeting Friday evening, October 11, 7:30, at A. K. X. The old members will present a play by Miss Marion E. Stark of the Mathematics department. All mathematics students taking second-grade work are cordially invited.

# *Boners Enhance Exams For Sceptical Graders*

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The Inquiring Reporter nominates with gusto our own Malcom H. Holmes, orchestra leader and boner collector, for this week's college hall of fame. Because of his effort and superlative sense of humor, we have, in the archives of the music department, some priceless gems of unwitting wit and just plain stupidity. After quoting a few of these charming exampics of the lengths a student will go while in a state of examination-jitters, we will leave it to the reader to decide whether it is more fun to correct a failing or passing paper.

Mr. Holmes, with the co-operation of other members of the music department, has made an incredible collection of funny mistakes which students have made on examination papers. For instance, we can't imagine an erudite Wellesley music major thinking that a "harpsichord acted as a back for the piano," nor that "you hold the harpsichord in your arms and pluck the strings," but there it was, all written down.

From some reports, Joseph Haydn was an extremely likable fellow. One girl, doubtlessly a comp major, wrote, "Papa Haydn, as he was affectionately called, was the Santa Claus of music." Another one said of him, "Haydn never lost his interest in women. In London, at 67, he became interested in a lady—but nothing came of it, as he already had a wife."

Beethoven was an interesting composer—he "had a habit of dabbling his hands in water while following a musical thought," and Mr. Holmes adds, "sounds fishy to me!" We also discovered that "Beethoven, when composing, wore few pieces of clothing, if any." Design for genius, that. One girl, with a penchant for the appropriate, said that "Byrd wrote the *Silver Swan*."

Mozart deserves admiration for his altruism. When he was in pecuniary difficulties, we are told, "he had the added handicap of caring for an invalid wave." Just tiding her over. We find too that Mozart "was born in Salzburg because he happened to be there at the time."

The romance between Robert Schumann and Clara Wieck seems to have gripped the students' fancy. Some of the reports are, that "A year after Schumann married Clara he burst into song," and "Clara Wieck was the lover, and later wife, of Schumann." She also "helped propagate Schumann's works after his death." But Wagner was the real artist. He "did not have his singers trill all over the place or run up and down the scales—and did not cause dramatic absurdities by singing at ridiculous times."

One Harvard boy, as well as a Wellesley lass, must have had a botany exam the same day as the music exam. The former wrote, "The vocal works of J. S. Bach are more instrumental than they are floral," while the girl said, "Coloristic effects on the piano are achieved by constant use of the petal."

A girl with her head in the clouds actually wrote, "Richard E. Byrd recently returned from a trip to the Antarctic." So beware, you music students, or you will go down in history for your comical boner.

(*Continued on Page* 6, *Col.* 4)

# A. C. E. Horizon

**Excerpts from the bulletin of the Association of College Editors, of which the WELLESLEY COLLEGE NEWS is one of the founders.**

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### A Hand-Book For Dictators

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**(Written especially for A. C. E. by William L. White, connected with his father William Allen White on the famous Emporia Gazette for 10 years; now Associate Editor of the American Observer).**

* * *

I have been asked to submit a monograph for the instruction and edification of college undergraduates. It will be about dictators and how to be one. The way the world has drifted for the past 10 years and is drifting today, it's going to be a most important subject about 1940.

First you must be born one; you must have the proper degree of maladjusted endocrine unbalance to make you a mild paranoiac. If your unbalance is too extreme and you are Napoleon or William Randolph Hearst, they will lock you up and you will be unable to dictate to anybody but the nurse who brings you meals or the man who takes you out for exercise, and your career as a world figure will be ruined.

If you are only mildly pathological, however, then you are definitely in the money, and you might as well go into training and see what you can do with your talents. In the first place, you must know thoroughly what people are afraid of, for you must be able to scare them into letting you dictate, and to know this, you must be a coward yourself,—which you already are, of course, because of your paranoia.

If you are a middle-class coward, consider yourself very fortunate indeed. For then you know instinctively what they are afraid of, and have only to master the technique of scaring them even more badly. An upper-class coward is only afraid he will lose what he has, and he doesn't envy anyone, so he can never perfect the technique of rousing fear and envy. And the proletariat, unfortunately for your purposes, lacks fear. He is already on the bottom, he doesn't like it, but he has no fear of falling because he is already down.

The lower middle classes have both something to gain and something to lose. They fear the people below them and envy those above. Numerically and emotionally they are the nation's backbone. So, if like Mussolini and Hitler, you have come from their ranks, all you need is intelligence and industry in the art of stirring their fears (so that you can play on those middle class neuroses like Jesse Crawford on the organ).

You will, of course, make mistakes. In the early part of your career, you will falter and fall victim of that fallacy that you shouldn't promise what you can't deliver, that people are interested in constructive measures for improving government and social conditions. Some people are, of course. But not your customers. What you must do on your upward path is to denounce evils, not correct them. If

President Henry Sloane Coffin

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The preacher at morning chapel on Sunday, October 13, will be Dr. Henry Sloane Coffin, president of Union Theological seminary in New York. Wellesley is fortunate to receive an annual visit from this eminent preacher who is, at the same time, an author and an educator. Dr. Coffin has received degrees from Yale, Edinburgh, Marburg, Union Theological seminary, Harvard, and Amherst. He has been pastor of the Bedford Park church and the Madison Avenue church in New York. And he has been professor and is now president of the Union Theological seminary. The Presbyterian church has profited by his help on many of its boards and committees. Of his many books, the titles of a few follow: *The Creed of Jesus, Christian Convictions, What Men are Asking—Some Current Questions in Religion.*

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### Thursday Teas

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The speaker at the next tea in the C. A. lounge, on Thursday afternoon, October 10, at 4:30, will be Edith Quinlan '36. Her subject will be the "Wellesley Summer Institute for Social Progress." As Miss Quinlan was one of the few students to attend this unusual conference of representatives of all classes and professions, she is well qualified to tell of its members and its accomplishments. We suggest that those who really want tea, as well as food for thought, arrive at the C. A. lounge (130 Founders) between 4 and 4:30 p. m.

The speaker at the following tea on Thursday, October 17, will probably be a member of the Red Cross association, who will tell about the work which our Red Cross pledges support.

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### Dr. T. Z. Koo

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We urge you to save the evening of Sunday, October 20, in order to hear Dr. T. Z. Koo, world-famous preacher and friend of students, who will speak to an audience in the great hall of Tower court at 7:30 p. m. Wellesley is able to secure Dr. Koo as a speaker, largely because he is in this country on his way to the Student Volunteer convention which will take place in Indianapolis in December.

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### Northfield Conference

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Word has just been received of a Northfield conference to take place on October 18-20 at the Chateau and Hotel Northfield in East Northfield, Massachusetts. C. A. may send two delegates to this conference, and, in order that everyone may have an opportunity, there will be a list on the C. A. board where would-be delegates may sign their names. Please consider the possibility of going, and, if you wish to do so, attach your name to the above list before Sunday, October 13. The total cost of the conference is $8.50. The chief speaker will be Dr. T. Z. Koo.

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## RE-LIVE LEAGUE SESSION

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An assembly of notables, including Sir Anthony Eden, Baron Aloisi, and Pierre Laval, gathered in the C. A. lounge last Friday evening to discuss the current crisis.

Impersonated by members of the Forum, the celebrities delivered the speeches actually read in recent League sessions. Sir Anthony, played by Emily Marx '37, was as suave and ingratiating as ever; Aloisi and M. Jeze, for Abyssinia, in the persons of Betty Nipps '36 and Ruth Fowler '36, punctuated the session by petitioning for a change of seat or actually stalking out in a huff.

# THE PEREGRINATING PRESS

PERRY has found the latest subject of conversation at Wellesley. He overheard one girl saying,

"I saw the cutest skunk going up to junior dance group last night."

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AND somebody, reading the headlines, SKUNKS INVADE WELLESLEY, sent Perry a lantern and the following poem:

"Not only affection but pity
Enjoins me to send you this ditty,
And also a light
To carry at night,
Lest you step on a little wood-kitty."

• • •

PERRY invited his little sister to dinner the other night in the hope that she would co-operate in helping him fill up his column inches in this week's NEWS. She did. She ventured to the door of the room next to Perry's and knocked. Receiving no friendly, "Come in!" she knocked again. Certain she heard someone inside, she drew up enough courage to open the door— and stood staring at washbowls for several seconds before she realized where she was.

• • •

PERRY, who always feels agreeably lazy after his late lunch, was awakened with a jolt in literature class. The professor scratched the name of a poem on the board and turned to look severely at the sleeper before pointing to what he had written and saying, "What every teacher of a 1:40 class prays for!" The word he had written on the board was "Insomnia".

• • •

A psychology professor recently entered the classroom bearing two models of the brain. One was the size of a pumpkin, the other of a small grapefruit. Setting them down on the table, she remarked, "The small brain is the life-size one; the huge one is just an enlarged model of it. Don't be misled into believing that the little brain is the brain of a freshman and the big one the brain of a senior."

• • •

THIS same professor took pains to explain to her class the difference between various sensations. "For instance," she pointed out, clinching the explanation by an example from real life, "no matter how bad an orchestra may sound, we don't really smell it." Perry wonders what Mr. Holmes would say to that!

• • •

ONE day last week, an upperclassman arrived at Billings to hear strains of jazz drifting out from the main hall. Indignant, she approached the man who was responsible for the outrage, and demanded, "Isn't that jazz?" "Yes," was the reply. "We don't play jazz here," the Wellesley daughter informed him. Puzzled, the man countered, "Do you know the name of this piece?" "Of course," replied the student, "It's *Rhapsody in Blue*." At that moment, an onlooker interfered, "And do you know to whom you are talking? That is Mr. George Gershwin."

• • •

ONE thing of which we may be sure is that the class of '39 is just overflowing with a playful spirit. One of its members who was lost in the new science building sought to find her way out through a big, black tunnel in the wall. ('39 is also very brave.) Suddenly, she popped up from under a blackboard right besida teacher. '39 didn't say "Surprise!" but she looked it.

• • •

PERRY always thought French pronunciation was difficult, but a member of the French department convinced him the other day that English is infinitely worse. The instructor told of a Frenchman, who, after mastering the intricacies of "bough, cough, through, and though," was completely discouraged by a headline that read: "Cavalcade Pronounced Success."

"AH, he doesn't like girls," one young miss assured several others who had expressed a desire to meet her "date." "Then what about you?" asked five girls incredulously, only to be hushed to puzzled silence by the serene answer, "Oh, I'm different."

• • •

PERRY'S heart wells with sympathy for harrassed house presidents, especially after his encounter with one such earnest reformer who, distraught from her ghastly experience in the supposed calm of night, disclosed the grim facts: "The fourth floor was practicing German duets, the third was trying to see if they could whisper from one end of the corridor to the other, the second floor was initiating secret societies," and crescendoing to, "I honestly didn't have the *energy* to go see what surprise was on the first!"

• • •

PERRY hesitates to reveal the indiscretions of a distinguished senior in our midst who wore a coat instead of the prescribed skirt over her gym suit, signed out for September 5 instead of October 5 and cut a required house-meeting—all within the space of a few days. Perry steadfastly refuses to reveal her identity but he can't help decrying the demoralizing effect which public office seems to be having upon this certain head of college government.

• • •

PERRY here pauses to heave a sigh and shed a tear over the sad fate of a society social chairman who, hearing of the merits of Chateau cheese, decided to try it as an interesting departure for open-house refreshments. She returned crest-fallen a short time later, declaring that she had tried every village store and was totally unable to locate a bit of Bungalow cheese.

• • •

EVERYWHERE among the freshmen, Perry finds evidence of admirable powers of logic and deduction. Witness the intelligence of a freshman trying out for a Barn committee who asked with interest if the duty of those on "props" was to stand backstage and hold up the scenery.

• • •

THE president of an upper-class dorm recently deplored the noisiness of a house and asked firmly, "Now what are we going to do about it?" Perry and others attending the house meeting were at a loss for the proper answer, but one girl from the rear suggested in a stage whisper, "Invite Mr. Procter to spend the evenings."

• • •

GRANTED that Adonais feels no craving to be a campus cop, Perry can see that the life has distinct advantages for those who make the most of it. Such a one is the cop posted in the parking space who recently turned on the radio in one of the parked cars and got a full report of the World series games.

• • •

THERE are ways and ways of curing an earache—so Perry is discovering. One Wellesley damsel suffering with that unspeakable affliction, instead of rushing off to a doctor's office or hurrying home to bed, made a bee-line for the nearest beauty parlor and asked if she might sit under a drier.

• • •

THE senior crew, out for the first time this year with an untried freshman cox, was hard put to it as the cox sent them hitch-two-threeing around the shore. Finally, several oarsmen uttered a breathless protest, only to be met by the cox's incredulous, "Don't you have to row all the way around the lake before you stop?"

• • •

ON the way home, one member of this long-suffering crew went to great lengths to unburden herself to her friends. When she had finished grumbling, a wide-eyed, sympathetic listener asked interestedly, "Who is this Miss Cox you're discussing?"

• • •

PERRY thought it rather pathetic but he couldn't suppress a grin when he came across a laundry case waiting to be called for with a note pinned to it:

Dear Expressman,

Please send me a bill for this laundry case, as I don't want to send it home C.O.D.

Sincerely yours,
Signature.

*Perry the Pressman*

## ALUMNAE NOTES

**MARRIED**

'33 Lillian Libman to Mr. Hyde Gilbert Buller.

'35 Antoinette Sharp to Mr. Delma M. Kelley, August 7, 1933.

## NEWMAN CLUB GIVES TEA

The Newman club gave its first tea of the season Friday, October 4, at A. K. X. About sixty members were present. Senorita Anita Oyarzabal poured. Other faculty members present were Madame Simone David of the French department and Miss Margaret Johnson of the department of hygiene. The Reverend Father Dunn, chaplain of the organization, was introduced to the new members by Rosamund O'Reilly '36, president.

## BLASE '39 STARTLES GULLIBLE REPORTER

(*Continued from Page* 1, *Col.* 5)

ing, the proper carriage" (we started to make a pun, but were stopped by a dangerous gleam in her eye) "is achieved, I've found, by drawing yourself up as if you were trying to put somebody in his place or trying to see over a very high wall, and by maintaining this position. I've almost killed myself, practicing this lately, by not being able to see where I was going."

"Too bad," we murmured, "but just what do you think of the Gray Book rules?"

"To be perfectly frank," the freshman answered, without hesitation, "I almost went mad. The rules absolutely refuse to stay separate and mix themselves up into unintelligible confusion. I wrote this sort of thing on my test: 'There is no smoking in canoes unless both persons can swim,' or 'Students may not wear gym outfits in the tea-rooms unless accompanied by their parents.' I don't know yet whether I passed the exam."

"What are your general opinions of the school, now, to sum it all up?"

"The meals were rather startling at first, but like everything else I got used to them. The first day, I went in, prepared to sit down and enjoy myself, and I found, much to my surprise, that I was finished immediately I had begun.

"And then there's step-singing, where I stand, opening and closing my mouth in time to the music, and doing nothing else. And the corridors in Founders where I can spend literally hours looking for a class and never going twice up the same passage-way. And the bulletin boards, where I stand by the hour, trying to decipher such things as: 'vol rid 2:30 see rid bd'.

As she spoke her last words, her voice was trailing away into the distance, for she was off to lunch, leaving us, pencil poised in hand, in the middle of the road.


DR. STANLEY E. HALL
DENTIST
Waban Block Wellesley Square
Tel. Wel. 0566-W

POETRY

Add to your library books by the poets whose readings you have enjoyed on Monday afternoons. You will find them displayed at

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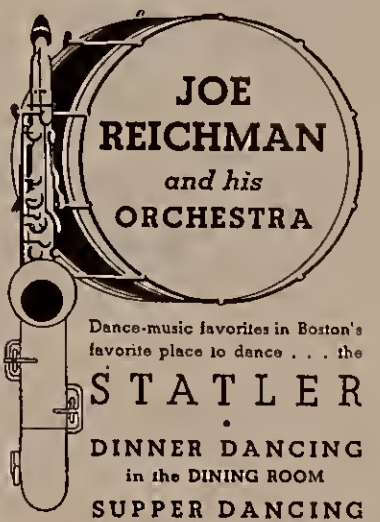


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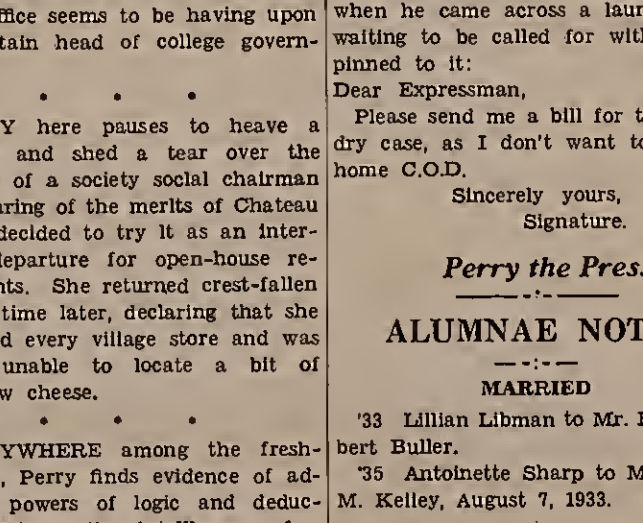


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# WELLESLEY COLLEGE NEWS

1935 Member 1936
Associated Collegiate Press
Distributor of
Collegiate Digest

WELLESLEY, MASS., THURSDAY, OCTOBER 10, 1935

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## The League Acts

—:—

The League of Nations, long regarded as a farcical figurehead, startled the world by unexpectedly reviving from the depths of oblivion to which it was rapidly descending and ranging itself behind one nation in a dispute while condemning the actions of another. The phenomenon of the nations of all the world—with the exception of the United States, Japan, Brazil, Costa Rica, Egypt, and the Arabian Soudan Kingdom—preparing to interfere as one power in a conflict between two sovereign states is one which the world has never before witnessed.

That the League will act quickly enough or firmly enough in this Italian-Ethiopian crisis, is in doubt, and Mussolini in his empire-grasping is counting on delay and hesitancy among the society of nations sufficient to allow him to bring Ethiopia to heel.

The League has been criticized, undoubtedly with some justification, as a collective organization to protect the interests of the powerful and satisfied nations of the world. Friends of Italy point out significantly that in the eighteenth century, public sentiment did not concern itself with the outrages of nations in their expansion. Do they mean to suggest that in the twentieth century people should close their eyes to similar outrages of expanding nations? We believe that it is a hopeful sign of progress that such offenses do arouse the indignation of thinking people today.

Italy has bound herself to respect the independence of other states by joining the League of Nations, by signing the Kellogg pact, by concluding, in addition, in 1928, a treaty of amity with Ethiopia in which the two nations agreed to respect their mutual independence and to settle disputes which arose between them by arbitration rather than by armed force. It is impossible to consider Italy's action in repudiating these obligations—for whatever reason—as justifiable.

Yet while we deplore Mussolini's action, we recognize that the stand taken by Great Britain and France is not due to a disinterested desire to see justice done, but to interests which they have at stake. For many years, Italy has been led to believe that she would not be opposed in furthering her interests in Ethiopia; she has in fact been encouraged by Great Britain in return for recognizing Britain's right to her African possessions. Now Great Britain does a right-about-face, and France, after a period of vacillation between Italy and Britain, throws in her lot with the power she feels will be the strongest ally against potential German aggression.

The Italian-Ethiopian war has in common with all wars a complex origin, many interests at stake, some degree of justification on both sides, and a great deal of wrong on both sides. Still we feel that Ethiopia should not be sacrificed in this day of said enlightenment to the whim of great powers looking for their own advantage, and we hope that the stand taken by the League of Nations will prove a strong one and one which may in the future discourage resort to arms by any nation for any cause.

## Has Interest Lapsed?

—:—

In the spring of 1933 the demand for a wider knowledge of current events resulted in a series of weekly current events lectures delivered by members of the history and economics departments as well as by members of other departments. Last June, the lecture committee, composed of two members of the faculty and three students, decided to discontinue this series. The reasons for this decision were manifold, but the essential one was simply lack of interest on the part of the students.

A survey made by Professor Muzzey, one of the committee, presents the facts clearly. In the second semester of last year the largest group that attended the Monday morning lectures numbered 60, the smallest 20.

The committee also reports that approximately the same group attended these lectures each week. The majority of these students received the information in courses in political science and economics anyway.

Aside from the small audience, however, there was another difficulty. Fifteen minutes is a very short time to do a subject justice—only time enough to outline the important points, while most of the historical background has to be skipped over.

In view of these facts, a plea for the resumption of these lectures would be beside the point. Yet we believe that there does exist a need *and* a demand for enlightenment in current events.

Having the lecture presented weekly at 4:40 would eliminate the early hour and provide more time to discuss a subject adequately. The committee might welcome suggestions from the students. Possibly, those of the senior class who will vote for the first time in 1936 would appreciate a lecture on the issues of the coming campaign which will soon be of interest to everyone.

## Untimely Protest

—:—

The opposition which is being voiced under the leadership of Professor Kirtley Mather of Harvard against the Teacher's Oath Bill comes, unfortunately, a little too late. We were rather surprised that there should be such opposition, for we thought professors would agree with Dr. Conant's attitude that the law must be upheld, regardless of approval, simply because it is the law. We know the bill has been under consideration for some time, at least six months. There must have been some opportunity during those months when the disapproval of the people could have made itself felt. Perhaps it did, without the publicity given Dr. Mather now.

However, the bill has already become a law. We are among those who feel that forbidding open discussion of any subject such as communism—which is, after all, the practical meaning of the law—will have the same effect as prohibition. Knowledge will be "bootlegged," and it will not be good information; it will work much more harm than before.

The conditions which evoked the bill do not seem to us as completely deplorable as they do to the legislators. We think that young people in contact with new ideas must necessarily have new enthusiasms, and they will be better citizens if they can work out their own solution, by conviction, than if they are permitted to learn no other. The law does not seem to us to be any remedy for the situation it would like to correct—which is primarily the interest of students in communism; it will merely be a blanket to prevent the conditions from being too apparent. But the untimely opposition of a Harvard professor will not help either: at best it can only aggravate an already unfortunate condition.

—:—

### Signs and Cosines

Although, theoretically, owing to the English composition department's excellent training in exposition, we ought to be able to direct strangers to any point on the campus, in actual practice the matter is not quite so simple. How often, as we were hurrying to class, have we been stopped by a car and been forced, for politeness' sake, to give quite unintelligible directions (or so they seemed to us who never would have been able to follow them ourselves) to visitors unacquainted with Wellesley's complex geography. Such a waste of time to ourselves, and such annoyance to our friends and relatives visiting Wellesley, could be eliminated easily, merely by the erection of a few more signposts around the campus. Stone and Davis, for instance, are badly in need of such signs, while a few more indicating the direction of Tower and the quadrangle would not be amiss. And, apropos of this subject, it would be an excellent idea to leave with the maids of each dormitory, little maps of the campus for those who, having visited one student, decide to make an extended tour of the college. To us who know Wellesley, the campus presents no very difficult problems, but to the many who visit for the first time, it is a veritable wilderness. Signposts and maps would prove welcome oases.

—:—

### That She Who Rows May Swim

The opening of the crew season recalls the good time that was had by all at the Wellesley-Harvard race last spring. At the time it was rumored about that the event would not take place again because of the amount of publicity which it attracted. But circumstances proverbially alter cases, and we should like to propose that the race be repeated this year with a different goal in view—not the white buoys at the end of the course, but that mythical swimming pool which is taking so long to crystallize from a possibility into a reality. Specifically, why not rope off the banks of the lake as is done on Float Night, charge the spectators a small admission fee, and turn over the proceeds to the swimming pool fund? Publicity, certainly; but publicity glorified by the end it is serving.

## FREE PRESS COLUMN

—:—

*All contributions for this column must be signed with the full name of the author. Initials or numerals will be used if the writer so desires.*

*The Editors do not hold themselves responsible for opinions and statements in this column.*

*Contributions should be in the hands of the Editors by 11 A. M. on Monday.*

### AS OTHERS SEE US

—:—

*To the Wellesley College News:*

The World Première of the Wellesley film which has been in production since last winter is to be shown in Alumnae hall Friday night, October 18. Added attractions on the same bill will be a Grantland Rice news reel "Wellesley Amazons," taken in 1921, and an animated cartoon.

The fact that there will be an admission charge of 40 cents may need some explanation.

The appropriation from the college covered the cost of a two-reel release and copies. But as the director and camera men investigated Wellesley's possibilities, as department heads and instructors opened classroom procedure to them, as students agreeably and more than adequately enacted the dramatic episodes of daily life, they found it necessary to expand the scenario far beyond its original dimensions. Even with the most drastic cutting, by shortening almost every scene and discarding several entire sequences, the film could not be reduced to much less than three reels.

Perhaps it is not fair that because the students were so co-operative in providing this wealth of material they should be asked to share in paying for it. But taxing those who produce in abundance has the sanction of many of our Best People. We trust that where the audience is made up almost entirely of the actors, everyone will find, in her satisfaction with some scene or other, compensation for the admission charge.

*Elizabeth Bradstreet Walsh,*
*Director of Publicity.*

—:—

### AVIATION IS ON THE WAY UP

—:—

*To the Wellesley College News:*

Aviation has long been a source of wonderment and envy. Even though anxious to fly, the younger generations have been held back by their prejudiced elders.

Because aviation is still in its infancy it needs young enthusiasm. With this in mind, a group of girls got together for the purpose of promoting the sport of flying. Their first move was to start a magazine which would carry their current thoughts and actions to one another, and to others who are interested in aviation. This magazine is called the *Airwoman*. The first issue was circulated November, 1934. It is distributed monthly and the sum of $1.00 for a year's subscription covers the printing and mailing costs.

Already the response to this movement has been large. The size of the original staff has been increased but is still inadequate. Representatives capable of aiding the staff will be chosen from a number of schools and colleges throughout the country. The selection will be made in accordance with any or all of the following qualifications of the applicant:

1. Ability as a writer.
2. News reporter.
3. Business promoter: subscriptions or advertisements for the magazine.

These girls believe that with the proper co-operation of their representatives, plus the aid of their magazine, they will firmly implant women in the field of aviation. Many of the girls fly their own planes. Many more hope to.

Anyone interested in this movement may obtain complete details by writing Betsey Barton, 1035 Fifth Avenue, New York City.

*Betsey Barton,*
*Junior Editor, Airwoman.*

### ADVICE TO FRESHMEN FROM ONE WHO KNOWS

—:—

Go sedately to the station.
Try to down your just elation.
What if Boston's in the offing—
Make believe it's just a loffing
Matter. And my dear,
Never tell quite all you hear.
Always wear your smartest clothes;
Balance Oxfords on your nose.
Speak with haughtiness to seniors.
Make remarks about demeanors.
Have all other people wait.
Be a true sophisticate!

—:—

### THE USUAL AND INEVITABLE CONTRAST

—:—

*We like—*
To read about zoology:
Amoeba, parameclum;
To browse in Freud's psychology
Or study deep sea feeshin'.

*But on the other hand—*
Think of anatomy,
To label on a stencil,
Remembering sociology,
To write in ink— not pencil.
We don't like!

—:—

### PERTINENT QUESTIONS PUT TO THE PUP

—:—

Why does a quiz always follow a date?
Why is a paper always in late?
Why does my love court my roommate?
Why is it hard to get up at eight?
How can I possibly get around fate?
(Ed. note: The rest can wait!)

—:—

### ADONAIS' ABILITY

—:—

Pup's an able poet really,
He can make a rhyme, (well, neahly),
Takes the meter in his stride.
It doesn't matter if it's not quite right at every point he will confide.
He's careful that the lines express
Just the feeling he possess'.

—:—

### LINES TO A ROOMMATE ON SLUMBER

—:—

Now I lay me down to sleep
With *a* times *b* plus *xy* sheep.
Though I may die before I wake,
Don't give up hope; just shake and shake.
But, should I wake before the dawn,
Please bear with me through every yawn.
You may be dying to relate
What happened on the Friday date.
Still, skip it 'till again we meet.
At 2 a. m. it's not discreet.
If I should call out some equation,
Make a clear, concise notation.
But when I groan for 'John' or 'Fred'—
You never heard a thing I said.
And when you wake to hear the roar
Which some politely term a snore,
Then hit me 'till I'm black and blue
Because I'll do the same for you!

—:—

### ON SECOND THOUGHT

—:—

I'm glad I'm not a campus cop,
Standing on a corner,
Directing traffic to and fro,
Now what could be foriorner
Than just to be a campus cop
Standing on a corner?

I'm glad *I* am a campus pup,
A really high-brow learner,
Because a hound like me grows up
To be a true discerner.

(Two minutes later—)
I've just discerned and mused and so on,
And on second thought I'll say,
Perhaps that cop is no one's moron
In his own coppy way.

Perhaps when he *my* life survals,
Though I would not agree,
He cries, "If that is Adonais,
Copping is the life for me."

# The Theater

PLYMOUTH—*Bright Star*, a new play by Philip Barry starring Lee Tracy and Julie Hayden, now playing.
*The Old Maid*, with Judith Anderson and Helen Menken, beginning Monday for a three-week engagement. Matinees Thursday and Saturday.

BOSTON OPERA HOUSE — *The Great Waltz*. Matinees Wed. and Sat.

COPLEY—*Post Road*, with Mary Young. *Kind Lady*, beginning Monday.

*The Cinema:*

METROPOLITAN—*Shipmates Forever*, starting Friday.

KEITH MEMORIAL — *Diamond Jim*.

LOEW'S STATE and LOEW'S ORPHEUM — *She Married Her Boss* and *Atlantic Adventure*, starting Friday.

MAJESTIC—*The Crusades*.

*Music:*

SYMPHONY HALL—Boston Symphony season starts Friday, October 11, Dr. Serge Koussevitzky conducting. Kreisler, Sunday afternoon, October 13. Lecture by Admiral Byrd, Thursday evening, October 17.

## CAMPUS CRITIC

### HARPSICHORD RECITAL

—:—

A program of harpsichord music was played by Mr. Ralph Kirkpatrick in Billings hall Sunday afternoon, October 6. Although better known for his clavichord work, Mr. Kirkpatrick ranks high among harpsichord players. His ability to draw something unusually rich from his instrument was evident from the start and was a contrast to the dry, impersonal playing that is too often associated with the harpsichord.

This was noticeably true of the opening number, a *chaconne* by the seventeenth century composer, Chambonières. The rich basic harmonies of this *chaconne* make it extremely expressive, and it was with great warmth of feeling that Mr. Kirkpatrick played it. This number, with its constant repetition, was an excellent vehicle for the varieties of tone-color of which the harpsichord is capable.

It was with great delight that the audience listened to well-known works for early keyboard instruments which can generally be heard only on the relatively modern piano. Such was the familiar *Italian Concerto* of J. S. Bach. It gave great satisfaction to hear the gracefully ornamented melody of the second movement phrased so beautifully that it sounded sustained even though the harpsichord is not characteristically legato. Equally effective were the other two movements played with smartly-struck chords that gave rhythmic swing to these gay movements.

Mr. Kirkpatrick continued with two groups of short numbers by French contemporaries of Bach. First came three characteristic tone-pictures by Couperin: *La Tenebreuse*, *Les Satires (Chevre-pieds)*, and *Les Barricades Mysterieuses*. So often do these numbers fall flat on the piano that it was a great pleasure to hear how fresh they are on their own instrument. Mr. Kirkpatrick played with the utmost precision. More difficult still to achieve is flexibility within the bounds of the strictest beat, which he did with great success.

Four works by Rameau followed: *Le Rappel des Oiseaux*, *Deux Rigaudons*, *Musette en Rondeau*, and *Tambourin*. The first, like the Couperin numbers, is strict program music, while the other three are dances, the two *Rigaudons* and the *Tambourin* contrasting with the slower *Musette* The *Rigaudons* and the *Tambourin*, as in the fast movements of the *Italian Concerto*, gained in effect because of the sharply strummed chords of the bass. Although played with spirit, the style of these two numbers was not abandoned, and the delightful nuances of the *Tambourin* were carefully contained.

Mr. Kirkpatrick next returned to Bach, this time to one of the big keyboard works, the *Chromatic Fantasy* and *Fugue*. The fugue, which is indicative of Bach's great ability in contrapuntal writing, and the elaborate fantasy were well within Mr. Kirkpatrick's powers. The free fantasia style, so variously treated by performers, was played with great taste. The great structure of the fugue was built up to an effective climax. The harpsichord proved to be an ideal instrument for contrapuntal playing, much more capable of clear and precise voice distinction than the piano, blurred and indefinite in comparison.

The concert ended on a gay rather than a profound note, the last group consisting of three sonatas by Domenico Scarlatti. The simplicity of their structure lends to their gayety which even reached to humor. The second sonata was particularly entertaining because it made the harpsichord sound momentarily like a Hawaiian guitar.

For those who were familiar with the harpsichord this concert was an example of supreme performance, and for those to whom it was a new experience it was an admirable introduction to an instrument entirely capable of interpreting the profoundest music of its time. For both it was an opportunity to hear a program of excellent music played by a skilled and extremely musical artist.

*J. S. B. '36*

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## POET'S READING

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With a delightful responsiveness to mood and place that charmed her hearers, Isabelle Fiske Conant began her reading at Tower court with a group of stately poems dealing with a great hall. But although the mood of stateliness became a part of the background, Mrs. Conant, who graduated from Wellesley in '96, wove into it a companionable informality, stopping many times to relate interesting bits of experience or to explain the underlying idea of many of her poems.

In a melodic, clear voice the poet read different groups of poems from her books, *Frontier*, *Puritan*, *These Colored Balls*, and *Dream Again*. Her choice of poems showed clearly her wide range of subject and the rich variety of her reactions. Not only did she read poems inspired by her stay at Wellesley, but ones such as *Propaganda* and *Appeal to St. Francis* that were as current as Mussolini and the Ethiopian question. From a poem as fragile and delicately worked out as *Cracked China* or as hauntingly reminiscent as *Old Houses*, Mrs. Conant could plunge boldly into *A Traveler's Tale* which is a poem about traffic lights in New York city, treating it with equal ease and skill. Her great variety was further evident in her "pieces of eight" as she has nicknamed the short eight-line poems dealing with certain little moods and places. *Singing in a Wood* was a delightful representative of this group. Mrs. Conant has also experimented with sapphic verse which is a difficult medium in English because of the necessity of depending on the quantitative value of the words. *The Chemist*, a poem which Edwin Arlington Robinson admired particularly of the poet's works, proved to be a rather mystic narrative verse that is crisp and terse in its presentation of the idea it embodies. But Mrs. Conant in addition to her mystic moments has naughty moments that are reminiscent of Edna St. Vincent Millay's *First Fig*, as in her poem,

My little petted sins
That I love so,
They're wild kittens,
They must not grow.
All alone I take them,
Soft and blind, to drown,
And brief silver bubbles
Come up where they went down.

Mrs. Conant proved to be well-skilled in a regular iambic dimeter. Occasionally, however, she uses an irregular line that stirs the listener from his complacency and helps to emphasize the point she is making in her poem. She displays grace and ease in the Spenserian sonnet form and her lyrics are like—to quote from her own definition of poetry—"the beating wings of beauty throbbing through all things."

*V. I. C. '37*

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## Bibliofile

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*The Last of Mr. Norris* by Christopher Isherwood. William Morris & Co., New York. $2.50.

If you like mystery stories that aren't really mysterious at all, if you like character studies that are clever rather than profound, if you would rather be entertained by a novel than deeply stirred, then let *The Last of Mr. Norris* divert you in some spare moment.

In Mr. Norris, Christopher Isherwood has given us a new type of gentleman criminal. We have had burly gangsters, mustachioed villains, suave society thieves and innocent culprits aplenty before this, but Arthur Norris falls under none of these classifications. He is a nervous, delightfully fidgety person with an intriguing wig which goes astray at odd moments, and a meticulous interest in his personal appearance, who assumes a most disarmingly apologetic attitude when he has to swindle his comrades and use his best friends as tools in putting across some shady deed.

The scene of the story is for the most part in Berlin during the uncertain days of 1931-1933. It is far from being a political tale, however, and Nazis, Communists, and the wild night life of Berlin appear only when they chance to cross Mr. Norris's winding and somewhat uncertain path. There are many interesting minor characters, such as Fraulein Schroeder, the doting landlady; the perverted Baron von Pregnitz; the sophisticated newspaper woman, but they all, alas, remain just minor characters and our interest is always forced upon the activities of Mr. Norris.

So, as we have said before, if you like your novels flavored with pert humor, clever remarks, and situations that don't require too careful analysis, curl up with *The Last of Mr. Norris* some rainy afternoon.

*O. V. E. '36*

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## STUDENTS LISTEN TO SPOKEN FRENCH

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(*Continued from Page 2, Col. 5*)

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importance of the tongue in speaking French. By the use of an artificial palate upon which she sprinkled talcum powder, she showed the position of the tongue in several of the more difficult French sounds.

Miss Pernot's previous experience makes her well equipped as a lecturer. She was formerly attached to the Institute de Phonetique of the University of Paris. From 1932 on she has been director of phonetic studies at the Middlebury college summer school.


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# CALENDAR

Friday, Oct. 11: *8:15 A. M. Morning Chapel. Professor Hughes will lead.
6:30 P. M. Severance Hall. Subscription dinner in celebration of the Bimillennium of Horace. Address by Miss Lily Ross Taylor, Professor of Latin at Bryn Mawr College, on "Horace's Picture of Roman Society." (Department of Latin.)
*7:15 P. M. Chapel Steps. Step singing.
7:30 P. M. Agora House. Cosmopolitan Club meeting in honor of new members.
7:30 P. M. Alpha Kappa Chi House. Open meeting of the Mathematics Club. "Modern Mathematics Looks up His Ancestors," a play by Miss Marion E. Stark, will be presented.

Saturday, Oct. 12: *8:15 A. M. Morning Chapel. Dr. Wellman will lead.
7:30-9:30 P. M. Alumnae Hall. Barn dance for all new students. (Outing Club.)

Sunday, Oct. 13: *11:00 A. M. Memorial Chapel. Preacher, Dr. Henry S. Coffin, President of Union Theological Seminary, New York City.

Monday, Oct. 14: *8:15 A. M. Morning Chapel. President Pendleton will lead.
*1:45 P. M. New Science Hall Lecture Room. Poet's reading: Theodore Morrison.
*8:00 P. M. Memorial Chapel. Clarence Watters, organist, will present a program of Bach. (Department of Music.)

Tuesday, Oct. 15: *8:15 A. M. Morning Chapel. Professor Hart will lead.
*7:15 P. M. Chapel Steps. Step singing.

Wednesday, Oct. 16: *8:15 A. M. Morning Chapel. Professor Bushee will lead.

NOTE: *Wellesley College Art Museum. Exhibition of students' work.

*Wellesley College Library. North Hall. Exhibition from the Plimpton Collection illustrating the evolution of the bookplate. Also, modern bookplates.

*Oct. 11: 8:15 P. M. Alumnae Hall. The Wellesley Friendly Aid Association will present Frederick Lonsdale's "The High Road" for the benefit of the unemployed. Admission, $1.00. No reserved seats.

*Open to the public.

# BARN CASTS THREE VARIED FALL PLAYS

(Continued from Page 1, Col. 5)

'39, Florence Lovell '39, Doris Lowinger '39, Grace Mandeville '38, Elise Manson '39, Margaret Manson '39, Margaret Martin '39, Miriam Meyer '39, Margaret Miller '38, Mary McLaughlin '39, Frances Nearing '38, Ruth Nelson '38, Martha Parkhurst '39, Alice Pasternak '38, Martha Perrin '36, Helen Pfeifer '37, Deborah Pike '39, Ellen Pugh '36, Marie Ronan '39, Marjorie Schechter '38, Phyllis Sebree '38, Lucetta Sharp '39, Lella Small '39, Polly Smith '38, Charlotte Stern '37, Carol Strater '38, Beverly Sutherland '39, Laura Thickens '38, Jane Tracy '38, Eleanor Trezevant '36, Virginia Tuttle '39, Dorothy Voss '39, Jeannette Wallace '38, Jeanne Washburn '38.

Helen Wegman '37, Mary Welch '36, Dorothea White '39, Anastasia Wilson '39, Margaret Wyckoff '39, Lillian Young '37.

Among the girls recently chosen to conduct various branches of Barn's activities are:

*Business Board*

Mary Chandler '37
Elizabeth Davis '39
Betty Devine '37
Mary Everett '38
Dorothy Gardner '38
Jean Hill '39
Barbara Hyde '37
Virginia King '36
Edna Mitchell '37
Carolyn Proctor '38
Gwendolyn Wilder '38
Marion Wolff '37

*Service Board*

Julia Brown '36—chairman
Marjorie Andrews '38
Eunice Avery '36
Miriam Barwood '37
Betsy Brodie '37
Ruth Cherry '38
Margaret Clark '36
Harriett Olzendam '36
Betty Lincoln '38
Barbara Paine '39
Harriet Qua '36
Marjorie Quigley '37
Kathryn Ruff '36
Dorothy Sands '37
Frances Skinner '38
Hilda Swett '37
Lois Wolbach '38
Elizabeth Werst '38

*Publicity*

Patricia Dyar '38—chairman
Sage Adams '37
Jane Beyer '36
Jane Griswold '37
Mary Louise Johnson '39
Edith Karasick '37
Bernice Lyford '39
Babette Samelson '39
Sally Sargent '37
Babette Seele '39
Miriam Wise '39

# A. C. E. HORIZON

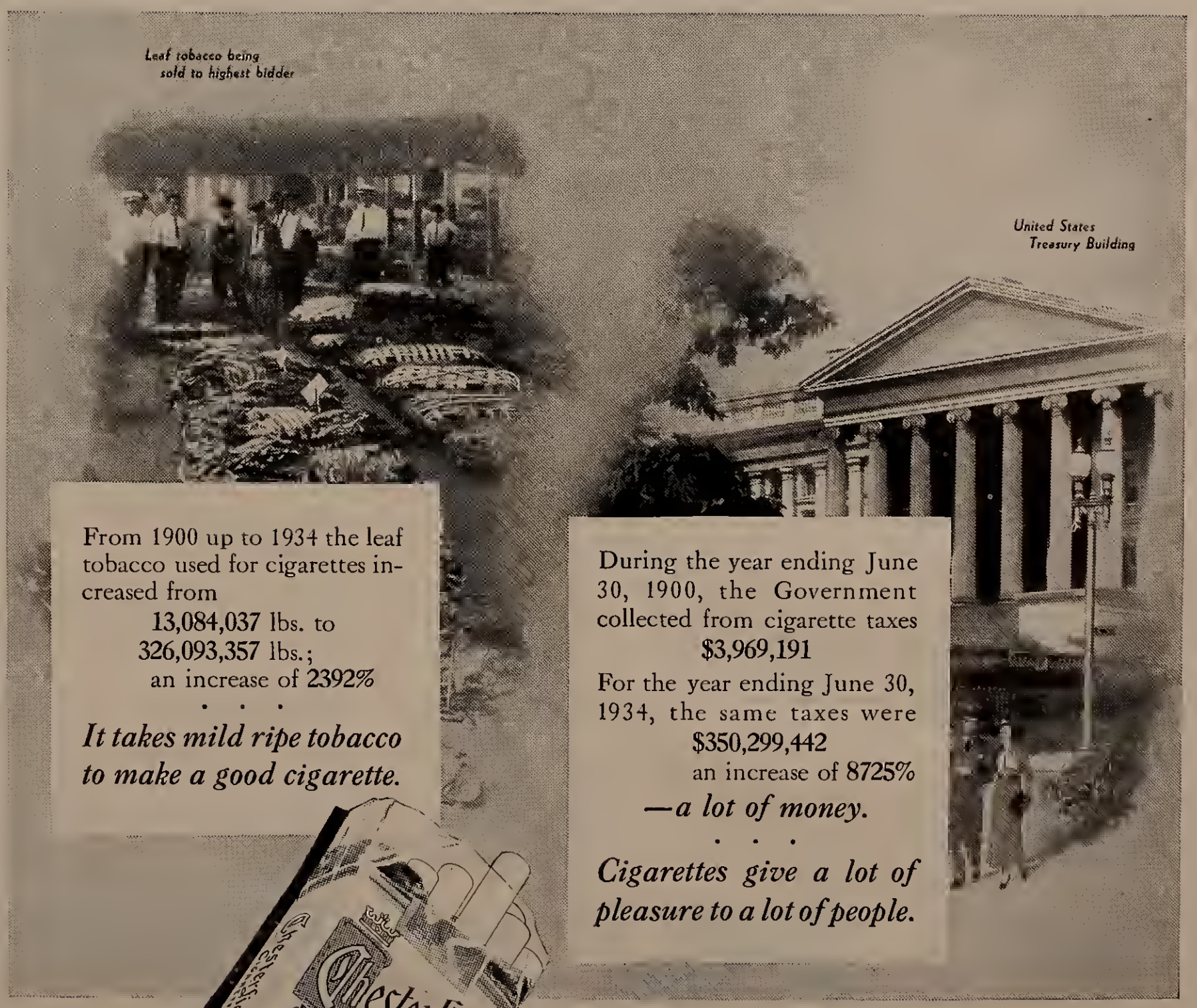
(Continued from Page 2, Col. 4)

you start trying to improve things before you are in a position to throttle all criticism, then you have laid yourself wide open. People will see that you are only human and not a demigod, that, like any other reformer, you can't deliver quite what you promised, and you will richly merit the political bust on the schnozzle which you will most assuredly get.

If you want to become the heavy sugar daddy of the lower middle classes, don't waste your time and endanger your career by proposing concrete reforms. Concentrate on denouncing their enemies—pour it hot and heavy about the idle rich, the radical poor, the Jews, the chain stores, and what not. Don't ever falter and think that sincerity or logic can be substituted for vehemence; if you find yourself falling back on the truth, recognize this symptom for what it is—a danger warning—a sign that your imaginative powers are flagging, that you need a couple of weeks' rest somewhere.

Your job is to induce a mass psychosis, so remember the basic symptoms of paranoia—delusions of grandeur alternating with hallucinations of persecution. Tell your customers in one breath that they are the greatest guys on earth, of a pure and noble blood destined to rule, and in the next that they are beset by sinister foes without and within, and that you are the only fair-haired boy who can fish them out of the soup and hoist them to the stars. For supplementary reading to help you master the technique, I cannot too strongly recommend the Hearst press.

And if you now bother me with silly questions as to what you'll do when you get it, you haven't the proper glandular and neurotic set-up to be a dictator. You have the press, don't you? And the radio? And the public platform? And you can burn all the books you don't like and print some others that you do. And plenty of brass bands to play while your customers march up and down in their uniforms cheering to make themselves feel important; able to go out and beat up a few foreigners to resolve any doubts which might come into their minds. When you're in, it's a push-over. So run along, now, buy a copy of the evening *American* and start your home-work. It might just as well be you as somebody else.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# SERVICE FUND EXTRA

INSERT A WELLESLEY COLLEGE NEWS OCTOBER 10, 1935

*By Mary Young '38*

## Give to Service Fund

*"Give," said the little stream,*
*"Give, oh give, give, oh give!"*
*As it hurried down the hill.*
*"I am small, I know, but wherever I go*
*The fields grow greener still."*

*—Crosby*

The Service Fund each year appeals individually to the faculty and students of Wellesley to contribute to the Fund so that it may carry on its much-needed work in fields of constructive education, world service, and unemployment relief. Continued work in these fields is doubly urgent in our world of today—a world of distress and confusion.

The Service Fund was established during the World War when Wellesley raised money for hospital supplies and ambulance service. Since that time the fund has been doing active work in more extensive fields. From a simple emergency relief fund it has grown to include the support of relief work for the needy and unemployed and the promotion of education and world fellowship.

From the four points of the compass come urgent calls to Wellesley for the continuance of her friendly aid. The good works of the Wellesley College Service Fund are known not only in many sections of our own country but also in various places abroad where educational and social service projects are being undertaken. It is the committee's sincerest hope that every member of the college will contribute freely to the fund so that none of these calls will go unanswered.

Because many of the students misunderstand the true value of Service Fund and desire more detailed information as to what becomes of their money, a list of the appropriations made last year has been printed with a brief explanation of the function or purpose of each institution and relief project which receives our donations. It would be of value to the committee to know the preference of each Service Fund supporter as regards the appropriation recipients. The blank on the front page has been provided for a statement of this preference. Fill in the blanks, clip out the square and leave it at the Service Fund Bureau at 133 Founders Hall.

I am most interested in .....

.....

Signed .....

## Education--At Home and Abroad

In many isolated and disadvantageous locations of our country and foreign nations, brave struggles are being made by enterprising leaders to bring education to the unfortunate of these sections. A number of these leaders and their assistants are Wellesley graduates, and they are looking to us, their younger sisters, for encouragement and financial aid. Far from the field of action we perhaps do not realize the urgent need—but the need *is urgent.* One faithful worker, May Stone, writes from her settlement school at Hindman in the Kentucky mountains:

> "'Those as has bread on these hills,' says a mountain man looking up from his plow, 'got it by the sweat of their brow. . . . But thar hain't no harm in that.' And the children who get an education in the mountains get it by 'the sweat of their brow.' They do not want the way made *easier* for them, but they do want to be sure that, when they are willing to work for an education, they will be able to get it. Without your enthusiastic and faithful backing they cannot have it. Will you help them *be sure* of their chance?"

Very small tuitions are required of these mountain children, but, as many families can not even afford to pay out a small amount of money, the children come to the settlement in the summer and willingly "work out" their entrance fees.

### Pine Mountain Settlement School

Another mountain school similar to Hindman is the Pine Mountain Settlement which has penetrated even farther into the isolation of the Kentucky hills. It was founded by part of the Hindman workers after the success of their first project at Hindman. It too has been successful and has done highly creditable work in the fields both of moral and intellectual education, and agricultural and economic development of the country.

### Billings Polytechnic Institute

Somewhat similar to these mountainous regions is an enormous area in Montana, Wyoming, and adjoining territories where for a long time education and living conditions were sadly neglected. It seemed that the higher civilization was being drawn to the coasts of the nation while the less fortunate people were left stranded in their poor homes of the Middle West. Finally, two brothers, Lewis and Ernest Eaton, visitors from the East, discovered this neglected area and founded the Billings Polytechnic Institute in Montana. This

*(Continued on Insert B, Col. 2)*

## Our Sister College

by Margaret Hayes '38

*Margaret Hayes, a sophomore transfer student from Yenching University, brings us first-hand information and a colorful picture of our "sister over the sea." Margaret is English but she has lived most of her life in China, and has thus acquired a thorough knowledge and appreciation of Chinese people. By her article we can see that her year at Yenching was one of great enjoyment.*

*The Youth Movement that is spoken of in this article has been recently adopted on the Yenching campus, and one of its foremost leaders is Sung Mei Ling, a Wellesley graduate.*

Yenching University, the sister college of Wellesley, stands under a long line of low hills lying to the west of Peiping. Connecting the university with the city is a bumpy macadam road which curves in and out amongst drooping willows, and over which the wooden carts jolt patiently on, and an occasional bus rumbles by, whirling up clouds of dust. The great gate of Yenching faces the road.

Inside the red pillars of the gate there are willows framing a picture of beautifully designed, cream-colored buildings which blend Oriental and Occidental architecture in careful proportion and bright decoration. The wide campus, gentle and lovely, includes all the class rooms and the students' dormitories. The buildings are of Chinese design with wisteria-framed gateways welcoming the residents as they step over the high typically Chinese doorsills into the little courtyards.

There are four dormitories for women, six for men,—and all are filled. Two well-equipped gymnasiums and many tennis courts provide for the compulsory activities of freshmen and sophomores and the voluntary activities of the upperclassmen. There is a practice school, a lovely lake, and a water tower ingeniously disguised as a pagoda. Fields for track and other outdoor sports occupy the rest of the campus proper. The faculty, of which two are Wellesley alumnae, live in compounds near the college or in Chinese houses sprinkled throughout the adjacent villages (no relation to the 'Vill'!).

Work begins at eight, with the first classes, when the sunrise is still clear and colorful on the western hills and the campus tingles with the joy of a fresh day. In summer more color is added to the morning scene by the gay Chinese dresses of the girls as they throng the walks leading to the class rooms. The men and girls have classes together. At 12:10 morning classes end, and back the tide turns to the dining rooms on the second floors of the dormitories, where steaming rice and spicy vegetables await hungry students.

Classes start again at 1:10, and from then on work is pretty steady through the afternoon hours and on into the evening, when the soft sunset lights glow on the red pillars of the buildings, tint the lake with evanescent blues and greens and misty gold, and transform the quiet campus into a fairyland of rich beauty and color. When these colors fade the night quickly closes in from the silent hills. Lamps are then lit along the campus paths; the latticed doors of the library are closed; and the silvery moon lights the way to bed.

Yenching has adopted the New Life Movement, and is trying to bring conduct and ideals to a new higher level. Inside the gates of Yenching the students meet with an opportunity that very few other colleges in China offer—namely, the opportunity to work together in a sincere Christian atmosphere with the willing cooperation of the student body, and with the aid of a large and very broadminded faculty whose aims are to help the students face the life before them with as intelligent and unselfish an attitude as possible.

Perhaps one of the most outstanding things that I acquired during my year in Yenching is a deep admiration for the young people of China.

*(Continued on Insert B, Col. 1)*

# World Service

The Bryn Mawr Summer School is a summer session for women workers in industry. Its purpose is to discuss industrial problems of the worker as well as to stimulate interest in intellectual pursuits and advance the education of the girls. Many of the students of this school today are those thrown temporarily out of work by the closing of factories. It thus helps to keep up the morale of the unemployed. Each year a Wellesley student assists in the work, and it is through this personal contact that a real interest in this school is kept alive in Wellesley.

**Consumers' League of Massachusetts**

This is an organization to combat sweatshop conditions and create a demand for goods produced in factories paying a living wage.

**Convalescent Home for Crippled Children**

Not all of our Service Fund money goes to far away places where we cannot see with our own eyes the good cause which it forwards. The crippled children's home in Wellesley Hills is a local charity where our girls give personal service, and it therefore has an intimate appeal. Its name explains the nature of the work.

**International Grenfell Association**

The Service Fund money which is given to this association goes to Sir Wilfred Grenfell's medical mission in Labrador. Students are keenly interested in this project because they know something about it first hand. Almost every year a Wellesley girl has gone for summer work at the mission and has thus made the personal contact, bringing back romantic stories and much enthusiasm.

Dr. Grenfell, on his first visit to Labrador, was horrified by the poor living conditions and lack of medical care of the inhabitants. There was no hospital on the whole North Atlantic coast, and families were crowded into small shacks furnished only with rude, wooden bunks and a stove. As soon as he could, Dr. Grenfell began his mission. It had a very humble beginning in a fish shack, but it has grown into a long line of hospitals and nursing stations placed at fifty-mile intervals all along the coast. The mission field is not confined to medicine only, for the workers, realizing the social and economic needs of the country, have established schools, orphanages, lending libraries, and cooperative stores.

This remarkable work has been made possible only through the active interest and steady contributions of friends of the Association. Wellesley is glad to be able to help through Service Fund.

**International Student Service**

The aims of this association are to serve students of the world, to stimulate interest in international peace, to study conditions of students and attempt to suggest solutions for their problems, and to work out and promote projects designed to help them to better the physical conditions in which they live.

**Migrant Community Work**

Through work of this kind migrant groups who follow the routes of seasonal trades are benefited by educational and health projects. The work is worthy and presents a strong human appeal.

**National Armenian and Indian Relief**

Our money contributed to this cause goes to an industrial orphanage. This orphanage has a special claim on Wellesley through one of our oldest alumnae, whose heart would be broken if we failed with our contribution now.

**World Student Christian Federation**

This is an organization for furthering international good will and understanding through the Christian students of the world.

*(Continued from Insert A, Col. 3)*

They have a very difficult problem to face, and by our interest and friendship we can do a great deal for them. But another thing I acquired is a deep desire that we, in our contacts with the Chinese, try not only to learn from them what they in their ccurtesy and sensitivity have to give us, but also that we give them in return only the best and noblest that we have to offer. May our relations with our sister college be full of mutual help and stimulation, full of trust and friendship, and full of confidence in God's great plan for both of us.

# Unemployment Relief

**Coal Areas Committee**

The government relief program is the only thing which has actually preserved life in the small stranded towns and patches and up the lonesome runs in the coal fields. The coal areas committee has worked along with the relief people providing vital needs in supplementary relief and inaugurating a program of recreation and education which is leading toward a constructive social change.

**Cochituate Red Cross Relief Work**

The money given by the ERA is not nearly enough for families of seven to ten children, and the Red Cross is the only local welfare organization to help in the emergencies which arise. Calls for baby clothes and supplies, medicine, and milk have to be constantly met and the small amounts raised in the membership drives are quickly exhausted. May Wellesley again come to the rescue with a contribution from the Service Fund.

**Emergency Campaign of Boston**

The campaign is held annually to raise funds to maintain the work of the hospitals, private charities and social agencies of greater Boston. As a member of the community the college contributes to this campaign.

**Lawrence City Mission**

This is an association for constructive family relief which is having exceedingly heavy demands made upon it in these days when families in the low wage group are undergoing so many hardships. Part of the money given by Service Fund is used for general relief and the rest on special cases which need constructive planning.

**Millville**

The unemployment committee cooperated last year with the Millville Community Health Council in maintaining the dental clinic established with the help of Wellesley. A recent report from the clinic shows the real service being rendered. In two days 55 operations were performed. The major part of the money voted to Millville will be used by Dr. Fredricka Moore in a health program for school children. Dr. Moore was appointed last fall by the Governor's Commission as school health director for the town of Millville. She spent the winter examining the children in the schools and found great need among them for medical attention. The committee feels that the best use of its contribution will be made by waiting for the project which Dr. Moore will recommend as a result of her examinations.

**Natick Citizens' Relief Committee**

As Natick is a neighbor of ours the committee feels deeply its need for financial assistance in giving relief. The great job of the relief committee last winter was to supply clothing for the married men and their wives who, because they have no children, cannot get on the ERA. Some of our money goes to help in this relief and some to supplying glasses for children who need them and have no way of getting them otherwise.

**Wellesley Friendly Aid**

This is a welfare organization in our own township of Wellesley. It maintains a child welfare clinic, an eye clinic, a pre-school clinic, and an employment bureau, and pays for the visiting nurses. The money given by Service Fund goes to the child welfare clinic for supplies which the nurses give to needy families.

**Women's Industrial and Educational Union**

Under the Union, help is given to many women out of employment who need help and encouragement and, because they belong to the so-called "white collar" group, are not included in the regular relief groups. The Union through its other work is in touch with this group and can give the help needed. It seems a work peculiarly ours as college women so that as generous a contribution as possible will be made to it.

*(Continued from Insert A, Col. 2)*

institute is doing its utmost to fulfill the educational and industrial needs of an enormous area. It is a self-help school with very practical training, and is worthy of all the friendly aid that it receives.

**American Indian Institute**

The American Indian Institute in Wichita, Kansas, is in the most centrally located place for all the Indian tribes in the United States. It is a self-help, preparatory school for boys with the object of providing a native Christian leadership for the American Indian tribes in order that they may guide their own people into Christian citizenship by giving a training for college and other higher schools of learning among the whites. The institute is forced to do a very limited work on account of its inadequate equipment, but because of friendly appropriations it is able to carry on. Its high hopes for the future are expressed by its motto, *Aspice Finem in Serviendo.*

**Northland College**

Northland College in Ashland, Wisconsin, is the only college in the northern part of that state. Owing to the depression the endowment drive could not be completed, so funds are now badly needed. 85 percent of the students are self-supporting. Many nationalities are represented. The college has an excellent standing and splendid work is being done. Those who heard the Northland Choir last April will agree that if work in all other departments of the college equals that of the music department it is certainly worthy of the highest honors.

**Santee Normal Training School**

Another Indian school on Wellesley's appropriation list is the Santee Normal Training School in Santee, Nebraska. This school gives both industrial training and academic instruction. It trains its students for leadership and practical occupations. A distinguished graduate of this school is Henry Roe-Cloud, a full-blooded Indian of the Winnebago tribe, who is president of the American Indian Institute.

The world is at last realizing that the training of native leaders is the only sound, effective, and permanent solution of all native problems.

**Yenching University**

The most important educational project abroad to which the Wellesley Service Fund contributes is the Yenching University in China. It is truly our project,—our "sister college." The largest percentage of the Service Fund money is sent to Yenching, for without our annual appropriation the school could not continue. But our financial aid is not our only connection with Yenching. Many Wellesley graduates are now on the Yenching faculty, and we have with us here in Wellesley a number of girls who were formerly students at Yenching.

## Service Fund

### Appropriations of 1934-35

| | |
|---|---|
| **Education—American** | |
| American Indian institute, Wichita, Kansas | $75 |
| American International college, Springfield, Mass. | 140 |
| Billings Polytechnic institute, Polytechnic, Mont. | 150 |
| Hindman Settlement school, Hindman, Kentucky | 100 |
| Northland college, Ashland, Wis. | 100 |
| Penn Normal and Agricultural school, St. Helena Island, S. C. | 100 |
| Piedmont college, Demarest, Ga. | 100 |
| Pine Mountain Settlement school, Pine Mountain, Kentucky | 100 |
| Santee Normal Training school, Santee, Neb. | 75 |
| **Foreign** | |
| American Collegiate insti'te, Smyrna | 75 |
| American School for Girls, Damascus, Syria | 25 |
| Ewha college, Seoul, Korea | 75 |
| International Institute for Girls, Madrid | 100 |
| Sherman High School, Chittoar, India | 100 |
| Yenching university, Peiping, China | 3700 |
| **World Service** | |
| Bryn Mawr summer school | 175 |
| Consumers' League of Massachusetts | 25 |
| Convalescent Home for Crippled Children, Wellesley Hills | 100 |
| International Grenfell association | 100 |
| International Student service | 150 |
| Migrant Community Work | 65 |
| National Armenian and Indian Relief | 50 |
| World Student Christian Federation | 75 |
| **Unemployment Relief** | |
| Coal Areas Relief Committee | 100 |
| Cochituate Red Cross Relief Work | 100 |
| Emergency Campaign of Boston | 100 |
| Lawrence City Mission | 200 |
| Millville | 700 |
| Natick Citizens' Relief Committee | 550 |
| Wellesley Friendly Aid | 50 |
| Women's Industrial and Educational Union | 200 |
| Total | $7680 |